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ABSTRACT

Strategies for implementing career exploration programs into schools and cooperating hosts from business and industry are suggested in this short booklet. Content is presented in outline form and covers the following three topics: Organization of Guidelines for Exploration of Business and Industry (Schools--communication, preparation of students, and schedule students into site; Business--communication, industry preparation, and schedule student into site); Implementation of Exploration in Schools; and In Schools and Industry Evaluation and Follow-Up of Hands-on Experience. (SH)

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Guidelines for Implementation

CAREER EXPLORATIONS

Schools - Business - Industry

Ohio Bell

Carlisle

NATIONAL ALLIANCE OF BUSINESSMEN

CAREER GUIDANCE INSTITUTE

AUGUST 15-AUGUST 19, 1977

AT

THE UNIVERSITY OF DAYTON

GM

A COLLABORATIVE VENTURE OF . . .

The National Alliance of Businessmen

Carlisle Local Schools

The University of Dayton

General Motors Corporation; Dayton, Ohio

Ohio Bell Telephone Company; Dayton, Ohio

The National Alliance of Businessmen

University of Dayton

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This booklet is a guideline suggesting strategies for implementing career exploration programs into schools and cooperating hosts from business and industry. Suggestions for preparation, implementation, and follow up for both school and host are listed separately.

INTRODUCTION

COLLABORATION BETWEEN EDUCATION AND WORK

Why should business and industry collaborate with schools in helping young people make the transition from the classroom to the world of work?

Basically, the answer is that the whole community benefits when workers have the preparation to become well adjusted, knowledgeable and productive members of the community and labor market.

Students need realistic perceptions of the world of work, good quality, up to date educational programs to facilitate their entrance into the world of work. This job cannot be done by the schools alone. If it is to be realistic and practical, those in the work-a-day world outside the school must give students the benefit of their experience and knowledge. This collabration of the schools and business and industry is inevitable because the two are so interrelated that neither can exist in isolation from the other.

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CAREER GUIDANCE INSTITUTE

GUIDELINES FOR EXPLORATION

A CAREER EXPLORATION IS:

--A "shadowing" experience which allows close observation and/or participation with a worker in a given occupational field.

--A first-hand experience to help a student make a more realistic career decision.

--An opportunity to become aware of the requirements and demands of an occupation in order to begin preparation while in school.

BENEFITS TO:

SCHOOLS/STUDENTS

Give students a more realistic education preparation that is aligned to future careers.

Give students a greater awareness of the world of work to aid in making the school to work transition.

Enable schools to revise their curriculum to aid in the transition from school to the world of work.

To help develop a decision making process, which will be a lifelong skill.

Youth opportunities to develop goals. Goal oriented youth become better students and citizens.

BUSINESS/INDUSTRY

Workers who know what they want and are prepared to do it.

Money and time saved with lower turnover, training, and higher productivity.

Greater awareness of opportunities available in the role from business/industry in the community.

Better career decisions will produce a more stable and satisfied work force.

Increased desire to work reduces welfare, crime, unemployment, and stimulates the economy.

BEFORE

Organization of Guidelines for Exploration of Business and Industry.

Schools

I. Communication.

A. Establish contact with business by authorized person.
1. Explain program to business.
a. Objectives.
2. Find out to what extent business would participate.

B. Gather information from business as to what work experiences, etc., can be explored at their site.
1. Job descriptions.
2. Policies of industries.
3. Develop a manual from information provided by businesses.
4. Willingness of business and industry to interview.
5. Provide to student information packet from industry he has selected.

C. Adequate intra-staff communication about the program.
1. Inform others on what it is all about.
a. Parents.
b. Teachers.
c. Community.
2. Possible visitation to industry.

II. Preparation of Students.

A. Orientation of student into career exploration.
1. Handbook.

B. Individual student assessment of interests and abilities.
1. Tests.
2. Student desires.
3. Students' capabilities.

C. Student researches career desires.
1. Trends of jobs in the future.

D. Provide to student a list of companies that offer the type of work desired.

E. Obtain from student visit expectations.
1. Written.
2. Check-off list.

F. Expose student to mechanics of job applications.
1. Practice in filling out applications.
2. Role playing.
3. Do's and don'ts of interviews.
4. Selling one's self.

III. Schedules student into site.

A. Establish dates and times.

B. Pre-visit orientation by host.

BEFORE

Organization of Guidelines for Exploration of Business and Industry.

Business

I. Communication.

A. Establish contact person to solely handle career exploration from schools.

B. Provide to schools extent of willingness to participate.
1. Information only (printed - visual).
2. On site visitations.
a. Identify constraints of visits: Site safety-(i.e. hard sole shoes needed.)
Site security
Labor union restrictions.
Use of tools and equipment.
Physical restrictions.
Duration of experience.
Number of visits per year.
Number of students per visit.
3. Visitations to school.

C. Explain program to employees.
1. Benefits of the program (i.e. need for.)
2. Incentives for participation.
3. Provide participants with copy of guidelines or some similiar information on the purpose and goals of the exploration experience, as well as company constraints and guidelines.

II. Industry Preparation.

A. Provide to schools informative packet.
1. Overview of what the company manufactures or produces.
2. Types of jobs offered.
a. Description.
b. Qualifications.
c. Trends of the future.
3. Salaries.
4. Benefits.
5. Union information.
6. Branch sites.
7. Industry expectations (objectives) for student visit.
8. Possibilities of advancements.

B. Establish a specific on-site visitation schedule according to student career interest.

III. Schedule student into site.

A. Establish site and time.

B. Pre-visit orientation to school (this could be handled by a telephone call by student or business contact.)

DURING

Implementation of Exploration in Schools.

Introduccion:

Students desiring to broaden their knowledge of the world of work, so that wise career choices may be made, may find that well-planned visits to business and industry could provide a means of examining and gaining first-hand experiences with a number of career opportunities consistent with their individual interests and ability.

The actual implementation of these visits should follow certain guidelines, which will serve to facilitate a more meaningful experience for the student and the best investment of time and personnel by the hosting business or industry.

1. The student will be transported to and from location by approved means (i.e. parents, school transportation, etc.)
2. The student shall arrive at the arranged place on time.
3. The student will engage in proper greetings and introductions and explain the purpose of his presence.
4. The student will be dressed properly for the occasion. Wear clothes that would normally be worn by the personnel to be visited.
5. The student shall have all the materials needed for the day, such as:
   a. Fact sheet on company or product.
   b. Application for particular position.
   c. Paper and pen.
   d. The day's proposed schedule.
   e. Lunch arrangements.
   f. Host evaluation form, to be sent back to home school by host.
6. The student will present an employment application and participate in an interview.
7. The student should exhibit positive listening skills and questioning techniques during their orientation. Note: If permissible, the student could take a camera along to take pictures for a school follow up session.
8. The student should exhibit the following during the exploration experience:
   a. Positive attitude.
   b. Alert and attentive mind.
   c. Enthusiastic nature.
   d. Acquire predetermined information about the job from the various hosts, some information that should be sought out by the student includes:
      - Present and future career opportunities available to high school, technical school, and college graduates.
      - Educational, personal, and skill qualifications for the career areas in question.
      - Nature of work and working conditions. (The unique demands and rewards of that particular career.)
      - Opportunities for advancement.
      - Training programs available.
   e. Stress to the students that their host is investing time and personnel.
9. The student will actively participate in a wrap-up session.

DURING

Implementation of Exploration in Industry.

1. Provide proper parking and directions.
2. Meet contact person/or alternate contact person.
3. Introductions and greetings to students by industry.
4. Provide necessary dress and safety materials.
5. Provide materials such as schedules, alternate schedules, map, promotional materials, company pass. Provide student with a certificate stating his participation in Career Guidance Program (if available).
6. Administration of interview by personnel staff.
7. Brief orientation of day's assignment, encourage questioning, provide answers--tell about the salary, vacation, fringe benefits of the job,and the training and skills necessary.
8. Have student meet person in charge of hands-on activity.
9. Provide varied realistic hands-on activities as much as possible.
   Note: The primary goal is to allow INTERACTION between the student and the worker who is hosting the career exploration. This interaction may be for many different degrees depending on the contraints of each particular host. Among these are:

   Hands-On - Student is able to perform or assist in performing some of the tasks of the career explored. This is most desirable and allows for the most interaction between the worker and the student.

   Shadowing - Student observes at close proximity the worker at their task with a great deal of interaction, but the student does not perform the work task.

   Simulation and Shadowing - Student shadows worker as described above, but in addition, is provided a simulation of the work tasks performed in which the student actually does the work task, but not in actual production. This could be done on training equipment, or out of use equipment.

AFTER

In Schools and Industry Evaluation and Follow-Up of Hands-On Experiences.

III. Evaluation.

A. Host evaluation will be hand delivered by student and mailed back to participating school. This evaluation could include:
   1. Student name and arrival and departure time. (Have student's name pretyped on the evaluation form. This should be done by the school.)
   2. Student knowledge of company.
   3. Student conduct.
   4. Student dress (appropriate to placement.)
   5. Student knowledge of occupation being explored.
   6. Student interest in placement.
   7. Host willingness to accept future students.
   8. Host consideration of student for future employment to allow student self appraisal.
   9. Host appraisal of whether experience was helpful in career decision making.
   10. Appraisal of hands-on opportunities.
   11. Additional comments or explanation.

B. Student evaluation: To be completed upon return to school, will include all of the above (rephrased), and additional questions as follows:
   1. Was time sufficient? Time to ask questions and see facility?
   2. Was planning for the trip adequate?

C. School evaluation: Continuous feedback to industrial hosts on the effectiveness of the program, and suggestions for improvements.

IV. Follow-Up.

A. Coordinate and correlate evaluations and make results available to education and industry participants.

B. Confer with students and hosts where discrepancies appear.

C. Thank you notes.
   1. From school to industry participants.
   2. From student to industry participants.

D. Student will write a description-reaction page to be made accessable to all students.

E. Provide situations for peer-classroom feedback. Although the method will be determined by local needs and limitations, the following avenues are recommended:
   1. Rap sessions.
   2. Role play/production.
   3. Assembly presentations.
   4. Panel discussions.
   5. Career displays.
   6. In-class presentations in related subject areas.
   7. Student audio visual presentations. Take camera along to take slides to show in class.
   8. Use of student speakers to assist in career explorations in lower grades.
   9. Use of hosts as potential guest speakers.

F. Year end conference between education and industry/business participants to assess "hands-on" placements.

G. Industry/Business awards to personnel within their organization that hosted students on explorations.

H. Follow-Up after graduation whenever possible.